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ABSTRACT

Results of a planning grant received by the Devils Lake, North Dakota, school district under Title III of the Elementary and Secondary Education Act (ESEA) are presented. The project included an enrollment survey of the public and non-public schools in a 10-county area; a vocational survey of seniors, parents of seniors, juniors, and sophomores in local schools; a survey of employers and employees in Ramsey County; and an examination of education at the Fort Totten Indian reservation. Results of the various surveys are presented in tabular form, with brief discussions and recommendations for overcoming deficiencies in the educational program. (TL)

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FINAL REPORT

on

THE DEVILS LAKE PLANNING GRANT

June, 1966

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INTRODUCTION

The Devils Lake School District submitted a proposal for a planning grant under Title III of the Elementary and Secondary Education Act of 1965 (PL 89-10). The proposal was approved and the school district was awarded $7952.50 to carry on this planning. This project was fundad for five months. It started on February 1, 1966, and ended on June 30, 1966.

The project included a survey of the public and non-public schools in the area.

It also included a vocational survey of seniors in four Ramsey County high schools. This was extended to the parents of the seniors and to the sophomores and juniors in the two Devils Lake schools.

The project had another vocational survey. This questioned employers and employees in Ramsey County.

The project also provided for an examination of education at the Fort Totten Indian reservation.

On the basis of the information that was gathered from the surveys, the Devils Lake school district submitted a proposal for a second planning grant on May 23, 1966. This would continue the work of the planning grant. In addition, it would include two pilot projects that would test possible solutions to overcome specific deficiencies in the educational program.

THE AREA

The geographic area is a sparsely populated, rural section of north central North Dakota. It is the territory bounded by the Canadian border on the north, highway 1 on the east, highway 7 on the

south, and highway 3 on the west with the corners "rounded off." Without these missing corners, the area resembles a rectangle with dimensions of 110 miles by 75 miles. The area of approximately 8000 square miles represents about 1/8 of the total area of North Dakota. Similarly, the area population of about 80,000 represents about 1/8 of the state's total number of people. The population density of about 10 people per square mile compares to the state average of 9.0 and the national average of 49.6.

The area is primarily an agricultural region. Because of mechanization and many changes in farming, the area population has been decreasing in recent years. Since 1940, it has decreased at the rate of 10% per 10 years.

The survey covered all or parts of ten counties. It included all of Ramsey, Benson, Towner, Rolette, Eddy, and Foster. It included portions of Nelson, Wells, Cavalier, and Pierce.

The forty schools in the survey are located in thirty-eight towns. All of these towns are within 75 air miles of Devils Lake and all have a population of less than 3000.

SCHOOL SURVEY

The school survey covered 40 high schools. These schools are listed by counties on Table I. A total of 15,932 students attended elementary and secondary classes in this survey area during the 1965-66 school year.

The survey included a checklist-questionnaire which each superintendent completed and returned to this office. There was a 100% return on this form. Also included in the survey was a personal visit

by a representative to each school. The representative interviewed the superintendent and inspected the facilities. In some cases, he also talked with teachers, students, community leaders, and school board members.

A contact was also made with each of the ten county superintendents of schools. In addition to giving opinions and information, they provided the researchers with county maps showing school district boundaries.

The superintendent checklist was designed to determine the level of development in fourteen distinct educational areas. These areas were: guidance; physical and mental health; audio-visual program, including equipment and materials; library; special education; foreign languages; individual research in science; physical and educational; recreation and intramurals; community resources; pre-school education; adult education; vocational classes; services and equipment; and behind-the-wheel driver training.

The responses to the questions of this checklist were such that they would give the "degree" of development. The choices were "limited, average, extensive"; "none, inadequate, adequate;" or something similar.

It is true that the questionnaire called for opinions from several different individuals. It appears that some discrepency might have resulted from this. What is "average" to one person might not be "average" to someone else. However, it is felt that a high degree of uniformity, in this respect was achieved through the personal interview by our two-man staff. The interviewer was able to inspect the school facilities and examine the various programs. He was able

to discuss, with the superintendents, the standards and the basic criteria in each area that would be used to determine whether the area was "limited," "average," or "extensive."

The checklist responses from the schools were tabulated and studied in each of the above fourteen areas. Each area is discussed in some detail starting on page 12. A composite tabulation of the responses is given on page 20.

TABLE I - The Schools:
Number of Students and Number of Teachers

	Enrollment K-8	Teachers K-8	Enrollment 9-12	Teachers 9-12
Devils Lake High School	1111	49	600	25
St. Mary's Academy	437	20	100	14
Crary	131	6	46	5
Starkweather	170	8	67	9
Chruchs Ferry	83	4	32	4
Hampden	75	3	33	5
Edmore	247	9	127	10
RAMSEY COUNTY	2,254	99	1,005	72
Oberon	103	4	61	6
Minnewaukan	181	7	61	6
Maddock	---	--	203	12
Warwick	195	8	73	7
Leeds	312	15	156	11
Knox	69	3	33	2
Esmond	202	8	81	6
BENSON COUNTY	1,062	45	668	50
Rugby	638	29	392	21
Wolford	135	8	73	5
PIERCE	773	37	465	26
Lakota	472	18	219	16
Tolna	193	8	113	8
NELSON COUNTY	665	26	332	24
Carrington	703	23	300	15
Grace City	87	5	18	5
Glenfield	131	16	85	12
McHenry	135	6	44	4
FOSTER COUNTY	1,056	50	447	36

	Enrollment K-8	Teachers K-8	Enrollment 9-12	Teachers 9-12
New Rockford	505	16	207	13
St. James NR	117	4	80	6
Sheyenne	162	8	83	6
EDDY COUNTY	784	28	370	25
Harvey	508	18	321	17
Fessenden	346	14	161	13
Cathay	82	5	23	5
Sykeston	83	4	86	7
WELLS COUNTY	1,019	41	591	52
Rolette	299	12	137	10
Rolla	476	15	175	15
Belcourt	574	18	259	17
Dunseith	465	18	175	11
St. John	207	9	77	5
ROLETTE COUNTY	2,021	72	823	58
Rock Lake	177	6	104	9
Bisbee	103	5	73	7
Cando	404	17	189	11
Egeland	125	6	57	5
TOWNER COUNTY	809	34	423	33
Munich	166	7	78	6
Alsen	93	4	28	4
CAVALIER COUNTY	259	11	106	10
TEN COUNTY TOTAL	10,702	443	5,230	376

TABLE II

A COMPARISON OF ENROLLMENTS IN THE FORTY SCHOOLS SURVEYED
(Top four grades)

Largest enrollment --- 600

Smallest enrollment --- 18

Number of Class A schools --- 4

Number of Class B schools --- 36

Enrollment averages:

Mean --- 130.8
Median --- 84

Frequency tabulation of schools by high school enrollments

Less than 75 --- 15

75-125 --------- 10

125-299 -------- 7

200-299 -------- 4

over 299 ------- 4

ENROLLMENT TRENDS

Despite the steady decrease in population, the school enrollment has shown a slight increase. There were approximately 19½ thousand students in public and non-public elementary and secondary schools in 1950. This number increased to 20½ thousand in 1960 and to 22 thousand in 1965.

There has been a great amount of reorganization during this period. The number of four year high schools in these ten counties has decreased from 63 in 1950 to 58 in 1960 and 51 in 1965. This change is reflected even more in the figures showing the number of one-room rural schools. 379 of these schools were operating in 1950, 135 in 1960, and only 9 during this 1965-66 school year.

These enrollment statistics are given in Table III.

TABLE III

ENROLLMENT TRENDS
10 County Area*

	1950	1960	1966
School enrollment	19415	20506	21915*
Public Elementary	13381	13079	13655*
Public Secondary	4029	4950	6059*
Non-Public Elementary	1552	1973	1779*
Non-Public Secondary	453	504	422*
Number of high school districts	63	58	51*
Number of one-room rural schools	379	135	9*

* This includes all of the area in the ten counties. The Devils Lake survey covered all of six counties, parts of four, and surveyed 38 of the 51 school districts.

BENSON COUNTY

	1950	1960	1966
School Enrollment	2162	2284	2509
Public Elementary	1571	1596	1619
Public Secondary	373	438	668
Non-public Elementary	218	251	222
Non-public Secondary	0	0	0
Number of high school districts	6	8	6
Number of one-room rurals	42	9	2

CAVALIER COUNTY

	1950	1960	1966
School Enrollment	2692	2639	2423
Public Elementary	1945	1625	1356
Public Secondary	471	563	611
Non-public Elementary	161	298	308
Non-public Secondary	115	153	148
Number of high school districts	10	11	9
Number of one-room rurals	68	35	2

EDDY COUNTY

	1950	1960	1966
School Enrollment	1211	1165	1181
Public Elementary	786	711	694
Public Secondary	219	227	290
Non-public Elementary	85	150	117
Non-public Secondary	121	77	80
Number of high school districts	2	3	2
Number of one-room rurals	29	18	2

FOSTER COUNTY

	1950	1960	1966
School Enrollment	1142	1399	1583
Public Elementary	850	1060	1136
Public Secondary	292	339	447
Non-public Elementary	0	0	0
Non-public Secondary	0	0	0
Number of high school districts	5	5	4
Number of one-room rurals	25	8	1

NELSON COUNTY

	1950	1960	1966
School Enrollment	1743	1941	2142
Public Elementary	1227	1360	1466
Public Secondary	516	581	676
Non-public Elementary	0	0	0
Non-public Secondary	0	0	0
Number of high school districts	9	10	7
Number of one-room rurals	33	7	1

PIERCE COUNTY

	1950	1960	1966
School Enrollment	1964	1951	1740
Public Elementary	1395	1199	992
Public Secondary	352	501	509
Non-public Elementary	217	251	239
Non-public Secondary	0	0	0
Number of high school districts	4	3	3
Number of one-room rurals	64	8	0

RAMSEY COUNTY

	1950	1960	1966
School Enrollment	3196	3304	3259
Public Elementary	2126	1886	1817
Public Secondary	664	816	906
Non-public Elementary	295	468	437
Non-public Secondary	111	134	100
Number of high school districts	11	8	6
Number of one-room rurals	31	13	0

ROLETTE COUNTY

	1950	1960	1966
School Enrollment	1773	2025	3523
Public Elementary	1124	1308	2333
Public Secondary	319	427	823
Non-public Elementary	330	290	367
Non-public Secondary	0	0	0
Number of high school districts	4	4	4
Number of one-room rurals	25	11	0

TOWNER COUNTY

	1950	1960	1966
School Enrollment	1323	1400	1252
Public Elementary	104	989	829
Public Secondary	302	411	423
Non-public Elementary	0	0	0
Non-public Secondary	0	0	0
Number of high school districts	5	5	4
Number of one-room rurals	20	6	0

WELLS COUNTY

	1950	1960	1966
School Enrollment	2309	2470	2301
Public Elementary	1436	1345	1411
Public Secondary	521	647	707
Non-public Elementary	246	338	89
Non-public Secondary	106	140	94
Number of high school districts	7	6	6
Number of one-room schools	42	20	1

THE FOURTEEN EDUCATIONAL AREAS

Guidance

70% of the schools did not employ even a part-time counselor. At least half of the schools indicated a poor testing program and a poor supply of vocational materials. The responses to question five showed that most of the schools did not have an organized program for counseling and that only a very few schools were doing anything in this area for the elementary students.

Recommendation:

It is apparent that the schools can make a great deal of improvement in the guidance field. It also appears that there are at least two feasible solutions. One is for each school to hire a teacher-counselor. He can teach part-time and handle the counseling and guidance program part-time. The amount of time spent on each job would vary and could be determined by each school.

The second solution is for a group of schools in one area to hire a full-time counselor. He would run only the guidance program and

would serve the group of schools. The amount of time spent in each school could be based on a comparison of enrollments.

INDIVIDUAL RESEARCH IN SCIENCE

There were very few science clubs, but most schools provided some space and some opportunity for individual independent research. This is over and above the regular science classes. Also, nearly all of the science laboratories were in very good condition. The schools have obtained funds from Title III of NDEA (since 1958) to equip and stock the labs.

Recommendation:

None.

PHYSICAL EDUCATION AND INTRAMURALS

Facilities (or lack of them) presents a problem for the development of the physical education program. The weather makes it imperative that the program be carried on indoors during most of the school year. This means that there must be facilities indoors for both sexes of all grades. Most of the schools have new and good gymnasiums for athletic contests. However, many of these are not adequate to handle the physical education.

Recommendation:

The intramural programs could be expanded. Even the small schools could run an intramural program that might be based on individual and dual activities.

The schools could assist the public to make better use of the recreational facilities that are available. They could work more

closely with local groups to plan and conduct community recreation programs.

COMMUNITY RESOURCES

Many of the towns had parks and playgrounds. About one-third had swimming pools (outdoor). However, in nearly all cases, the best resources in town were those that were connected with the school. It is probable that this will continue to be the situation in the future in this area.

Recommendation:

It is suggested that the school and the community try to make maximum use of all facilities. It might be a case of the public's using the school facilities far more than the school's using the community resources. However, it is recommended that the school strive for greater utilization of available resources. For instance, the school might use the bowling alley or curling rink for physical education; a local garage for mechanics or vocational courses, etc. It is suggested that each school make a thorough study to find any facilities that might be used to replace or supplement present facilities.

PHYSICAL AND MENTAL HEALTH

About two-thirds of the schools had access to a public health nurse. Over half offered some type of physical examination to all students.

The district health unit headquartered in Devils Lake provides services to six counties--Pierce, Eddy, Foster, Benson, Cavalier, and Ramsey. This unit has immunization clinics, regular health appraisals,

vision and hearing checks, and tuberculin tests. They have a film library and certain literature that is available for school use. Their nurses, one for each of the six counties, will give instruction to health classes on certain, selected subjects.

Recommendation:

It is felt that the improvement step would be a general expansion of the present health services. More schools could give the physical and dental examinations to all students on a regular basis. In many cases, the physical exams have been given to only the athletes.

Perhaps the most improvement in this area could be made in providing psychological and psychiatriatic services. Some of the schools had access to these services, but usually this was on a limited basis. It is suggested that the schools examine the possibilities of utilizing the expanding public services in this field. It is anticipated that the pilot project in the new planning grant would at least provide the groundwork for development in this field.

AUDIO-VISUAL

This field was felt to be adequate and satisfactory on the basis of audio-visual equipment and materials. Many of the schools had very good supplies and many more were in the process of improving theirs with Title I (ESEA) funds.

Recommendation:

The improvement in this area would be in better utilization of the supplies that are available. A director, even on a part-time basis, could be a great help.

Student assistants could be used here in much the same way they are used in the library. They could be taught to operate all equipment, could be on call during free periods to operate equipment or move supplies, and could aid in various other ways.

LIBRARY

Most of the schools had centralized libraries that were easily accessible to all students. Two-thirds had a trained librarian for at least part-time.

Most of the schools had taken advantage of previous state and federal aids to improve their libraries. Most of them were getting a very small allotment under Title II (ESEA).

Several schools have taken steps to improve the atmosphere of the library. They have carpeted the floors, improved the lighting, and brightened the colors of the walls and ceiling.

Recommendation:

One suggestion in this area would be to keep the library open to students and adults after school hours and in the evenings. It would be desirable to encourage more public use of this facility. Some steps have been taken in this direction, but the major work remains to be done.

SPECIAL EDUCATION

Only two programs showed any development in this field. Even these were not well developed. About half of the schools had access to a speech therapist and about half had some elementary remedial reading. The speech therapist was usually on a part-time basis.

Some schools have begun to make improvements. They have used Title I funds to institute basic skills programs.

Recommendation:

Again, the relatively small size of the schools is a deterrent to program development. It is probably feasible to hire a speech therapist on a county or regional basis.

The remedial and basic skills program should continue to be approached by each individual school.

PRE-SCHOOL EDUCATION

Very few of the schools had any pre-school training. Even the existing programs were somewhat limited in most cases. Some of the schools are now starting or expanding their programs by using funds from Title I (ESEA).

Recommendation:

It appears that the area of pre-school education is a problem for each individual school. However, it might be possible to provide certain experiences through a cooperative, regional approach.

ADULT EDUCATION

The number of adult classes was very small. Most of the schools did not offer any classes. However, those schools were usually adequately equipped and staffed to handle many courses.

Recommendation:

Further research is recommended to determine the need for adult classes. This research could probably be done on a single town or

school basis. The junior college could gather this data from a sampling of towns to study this need for the entire region.

VOCATIONAL CLASSES

Most of the schools offered instruction in typing. About half offered home economics and a very few had industrial arts, agriculture, and others.

Recommendation:

Most of the schoolmen are convinced that there is a definite need in this area. It appears that there are several possible solutions.

One possibility would be the establishment of area technical and vocational schools. A second would be the use of mobile vocational laboratories and facilities. A third would be the utilization of local facilities as a garage, appliance shop, etc.

The planning grant submitted on May 25th included a pilot project in vocational education. This project, if approved, would undoubtedly give information about what might be effective and feasible in providing vocational training.

SCHOOL SERVICES AND EQUIPMENT

The schools had ditto and copying machines. None had data processing, video tape, or the like.

Recommendation:

The schools seem to be well equipped at the present time. The one suggestion is to plan for future innovations as the above, closed circuit TV, amplified phone, micro filming, and others.

BEHIND-THE-WHEEL DRIVING

Over half of the schools offered behind-the-wheel driver training. A couple more gave this instruction during the summer.

Recommendation:

None. This survey did not make an intensive study of this phase.

COMPOSITE FOR THE FORTY SCHOOLS IN THE AREA

SUPPLEMENTARY EDUCATIONAL SERVICES CHECKLIST

TITLE III PLANNING PROJECT
Spring, 1966

Please check the appropriate response to each item:

1. Does your school district employ a Guidance Counselor?
   No 28 Part-time 8 Full-time 4

2. Is someone responsible for vocational guidance?
   No 18 Part-time 19 Full-time 3

3. Do you have a vocational guidance testing program?
   Non-existent 7 Limited 15 Average 12 Extensive 6

4. Is a supply of vocational materials available to your students?
   Non-existent 1 Limited 19 Average 15 Extensive 5

5. In what grade does vocational guidance and counseling start in your school? (Indicate what grade) G1-3; G7-1; G8-3; G9-13; G10-4; G11-3; G12-1

6. Does your school district have access to a public health nurse?
   No 14 Inadequate 10 Adequate 16

7. Which of the following health programs does your school district provide for all students? (Check the ones you have)
   10 1. Dental Examinations
   18 2. Physical Examinations
   22 3. Eye and Ear Examinations
   4 4. Physical Maturity Information
   16 5. Course in Health Education

8. Which of the following professional people have provided you with service with school problems within the past year?
   8 1. Psychologist
   16 2. Social Caseworker
   8 3. Psychiatrist
   2 4. Social Psychiatrist

9. Do you have a director of your audio-visual program?
   No 33 Part-time 7 Full-time ____

10. Do you have a secretary or clerical help (non-students) working with your audio-visual program? No 36 Part-time 4 Full-Time ____

11. Does your school district have adequate audio-visual materials?
    Poor 11 Average 25 Good 4

12. Does your school district have adequate audio-visual equipment?
Poor 5 Average 24 Good 11

13. Has your school district participated in any Federal program for upgrading an audio-visual program? Yes 17 No 23

14. Do you have a trained librarian?
No 13 Part-time 21 Full-time 6

15. Do you have non-student clerical library assistance?
No 29 Part-time 10 Full-time 1

16. Do you have a centralized library area? Yes 35 No 5

17. Is your library open to the public and students after school hours?
Never 16 Sometimes 14 Always 10

18. Do you have a remedial program other than special education?
(Check the ones you have)

		4	High School Reading
18	Elementary Reading	1	High School Mathematics
4	Elementary Arithmetic		
1	Elementary (Other) (Specify)		
	High School (Other) (Specify)		
2	Only a summer program		

19. What special education services do you have? (Check the ones you have)

8	1. Program for the educable mentally handicapped
	2. Program for the physically handicapped
23	3. Speech therapy program
2	4. Program for those requiring instruction at home or in the hospital
	5. Program for the partial seeing
	6. Program for the hard of hearing
1	7. Program for the socially and emotionally maladjusted

20. Which of these language programs do you have? (Please check)

4	French	10	Latin
7	Spanish	1	Language lab equipment
9	German	2	Foreign language clubs
	Russian	1	Advanced foreign language

21. Do you have any science clubs? Yes 14 No 26

22. Does your science program provide opportunity for independent science study? (Research) Never 10 Sometimes 25 Always 5

23. Do your students have space alloted for independent science study?
No space 17 Some space 20 Very adequate space 3

24. Do you have an elementary physical education program?
Limited 15 Average 23 Extensive 2

25. Do you have a high school physical education program?
Limited 4 Average 29 Extensive 2

26. Does your community use the school facilities for recreational activities? Never 4 Sometimes 30 Extensively 6

27. Does your community have a summer director of recreation?
None 20 Part-time 7 Full-time 13

28. Are your school facilities adequate to handle community recreation needs? Poor 7 Average 20 Good 13

29. Do you have an intramural program for male high school students?
Limited 30 Average 9 Extensive 1

30. Do you have an intramural program for female high school students?
Limited 32 Average 7 Extensive 1

31. Do you have an intramural program for elementary students?
Limited 34 Average 6 Extensive

32. Do you have an adequate county library?
Limited 33 Average 5 Extensive 2

33. Does your county have a bookmobile service?
Non-existent 36 Poor 2 Average 1 Good 1

34. Does your community have (Check the ones you have)

3	Museum	17	Organized recreational programs
14	swimming pool		Community cultural enrichment programs
23	Park		
26	Playgrounds (adequate)		YMCA or YWCA
2	Other (specify)_____		

35. Does your community have: (Check the ones you have)
5 A private pre-school program
1 A nursery school program
3 A head start program
11 Free public kindergarten program

36. Which adult education programs do you have in your community?

7	Welding	3	First Aid
3	Art	8	Farm related
1	Foriegn language	4	Typing
1	English		Photography
2	Woodwork	1	Recreation
5	Other (specify)_____		

37. Which of the following vocationally oriented programs do you have?
38 Business and Office Education
24 Home Economics 10 Trade and Industrial
2 Distributive Education 9 Agriculture

38. Does your school have any of these services and equipment available?

3	a computer	1	amplified phone
	data processing equipment	1	micro filming equipment
29	reproduction equipment		video tape
2	testing machines (and/or auto instructional devices)		

39. Does your school offer behind-the-wheel drivers training?
Yes 22 No 16 Summer only 2

40. What subject areas would you add to your present program to make it a more comprehensive academic program? (Please use back side)

41. What other activities or programs would you add to your present program to better meet the needs of your students?

TABLE IV

SENIOR SURVEY AT DEVILS LAKE CENTRAL
April, 1966

1. What do you plan to after graduation?

	boys	girls	total
Continue going to school	47	56	103
Get a job	1	2	3
Military service	5	2	7
Undecided, other	7	5	12
	60	65	125

2. For those going to school, what kind of school?

	boys	girls	total
N.D. vocational Tech. school	3	3	6
Out-state voc. tech. school			
N.D. private business or trade	2	1	3
Out-state priv. bus. or trade		2	2
N.D. college or university	39	41	80
Out-state coll. or university	3	9	12
	47	56	101

TABLE V

SENIOR SURVEY AT ST. MARY'S
April, 1966

1. What do you plan to do after graduation?

	boys	girls	total
Continue going to school	9	7	16
Undecided	1	2	3
	10	9	19

2. For those going to school, what kind of school?

	boys	girls	total
Out-state priv. bus. trade		1	1
N.D. college or university	9	6	15
	9	7	16

TABLE VI

SENIOR SURVEY AT EDMORE
April, 1966

1. What do you plan to do after graduation?

	boys	girls	total
Continue going to school	5	12	17
Get a job	1	1	2
Military Service	1		1
Work at home	3		3
	10	13	23

2. For those going to school, what kind of school?

	boys	girls	total
N.D. vocational tech. school	2		2
Out-state voc. tech. school		1	1
N.D. priv. bus. or trade		2	2
N.D. college or university	3	6	9
Out-state coll. or univ.		2	2
Other, or undecided		1	1
	5	12	17

TABLE VII

SENIOR SURVEY AT CHURCHS FERRY
April, 1966

1. What do you plan to do after graduation?

	boys	girls	total
Continue going to school	4	2	6
Military service	1		1
Other or Undecided		2	2
	5	4	9

2. For those going to school, what kind of school?

	boys	girls	total
N.D. college or university	4	1	5
Other or Undecided		1	1
	4	2	6

TABLE VIII

VOCATIONAL CHOICES OF SENIOR BOYS AT FOUR HIGH SCHOOLS
April, 1966

(Devils Lake Central, St. Mary's, Edmore, Churchs Ferry) (Boys who were interested in vocational training were asked to designate their areas of special interest)

	DL	STM	ED	CF	TOTAL
Accounting	5	2	2		9
Auto Mechanics	19	3	4	1	27
Bookkeeping	4	1	1		6
Engineering drafting	4	1	1		6
Machinist	4		1		5
Heavy equip. oper. & ma.	9	1	3		13
Welding	11	2	1		14
Auto Body	11	3	4		18
Aviation Mechanics	5	1	1	1	8
Data Processing tech.	5	2			7
Electronic Tech.	3	2			5
Air Condit. & Refrigeration	1		1		2
Sheet Metal	3	1			4
Tool and Die Maker	1				1
Appliance Repair	2		2		4
Carpentry	9	1	1		11
Farm Equipment Mechanics	7	1	3		11
Agric. Farm Management	8		3		11
Clerical Training	2				2
Electrician (construction)	5	1	2		8
Electrician (maintenance)	1	1	1		3
Plumbing	2				2
Radio and TV repair	1	2			3
Sales and service man.	3				3
Aviation	1				1
Archit. Drafting Tech.	3		2		5
Commercial Artist	1		1		2
Barber	1		1		2
Electronic Tech.			2	1	3
Cabinet Maker			2		2
Brick Laying			1		1
Police School			1		1
	131	25	41	3	200

TABLE IX

VOCATIONAL CHOICES OF SENIOR GIRLS AT FOUR HIGH SCHOOLS
April, 1966

(Devils Lake Central, St. Mary's, Edmore, Churchs Ferry) (Girls who were interested in vocational training were asked to designate their areas of special interest)

	DL	STM	ED	CF	TOTAL
Cosmetology	9		3	2	14
*Clerical Training	6	1			7
Secretarial	10	3			13
*Accounting	7	3			10
*Bookkeeping	10	3		1	14
Practical Nursing	5	1		1	7
*Auto Mechanics	1				1
Sales Training	3				3
Needle Arts-Sewing				1	1
Medical Secretary	3	2	2		7
Medical Lab. Assistant		1	1	1	3
*Commercial Artist	1	1			2
Pattern Making				1	1
Dental Assistant		1	1		2
Chef or Cook	1				1
IBM Work	1				1
Floral Shop Oper.		2			2
*Data Processing Tech.		2			2
	57	20	7	7	91

* Indicates those vocations that were also chosen by senior boys.

TABLE X

SOPHOMORE-JUNIOR SURVEY AT DEVILS LAKE CENTRAL
April, 1966

1. What do you plan to do after graduation?

	Soph. boys	Soph. girls	Soph. all	Jun. boys	Jun. girls	Jun. all	S-J all	%
Continue going to sch.	48	45	93	61	66	127	220	75%
Get a job	5	6	11	4	4	8	19	6%
Military service	5	-	5	7	-	7	12	4%
Work at home	2	-	2	4	-	4	6	2%
Undecided	7	10	17	9	11	20	37	13%
	67	61	128	85	81	166	294	

2. Of those going to school, what kind of school?

	Soph. boys	Soph. girls	Soph. all	Jun. boys	Jun. girls	Jun. all	S-J all	%
N.D. voc. tech. sch.	3	-	3	4	1	5	8	4%
Out-S. voc. tech. sch.	-	1	1	-	1	1	2	1%
N.D. pri. bus. trade	2	2	4	1	5	6	10	5%
Out-S. priv. bus. tr.	2	1	3	1	1	2	5	2%
N.D. college or univ.	33	32	65	40	51	91	156	73%
	46	42	88	61	65	126	214	

3. Would you be interested in attending a high school where you would carry regular high school subjects for half a day and vocational or trade courses the other half day?

	Soph. boys	Soph. girls	Soph. all	Jun. boys	Jun. girls	Jun. all	S-J all	%
Yes	46	40	86	49	43	92	178	60%
No	24	21	45	37	36	73	118	40%
	70	42	88	131	86	165	296	

4. Of those interested in vocational training, what courses are you interested? (List two)

	Soph. boys	Soph. girls	Soph. all	Jun. boys	Jun. girls	Jun. all	S-J all
Auto Mechanics	21	-	21	34	-	34	55
Retail Store Man.	13	2	15	14	-	14	29
Drafting Tech.	6	-	6	6	-	6	12
Electronic Tech.	13	-	13	5	-	5	18
Secretarial Prac.	-	30	30	-	35	35	65
Bookkeeping	4	10	14	13	5	18	32
Cosmetology	1	22	23	1	32	33	56
Baker, Chef, Cook	7	1	8	-	5	5	13
Other	20	8	28	16	10	26	54
	85	73	158	89	87	176	334

TABLE XI

SOPHOMORE-JUNIOR SURVEY AT ST. MARY's
April, 1966

1. What do you plan to do after graduation?

	Soph. boys	Soph. girls	Soph. all	Jun. boys	Jun. girls	Jun. all	S-J. all	%
Continue going to sch.	13	10	23	15	9	24	47	88%
Get a job	-	-	-	-	-	-	-	-
Military service	2	1	3	1	-	1	4	8%
Work at home	-	-	-	-	-	-	-	-
Undecided	-	-	-	1	1	2	2	4%
	15	11	26	17	10	27	53	

2. Of those going to school, what kind of school?

	Soph. boys	Soph. girls	Soph. all	Jun. boys	Jun. girls	Jun. all	S-J all	%
N.D. voc. teach. sch.	2	-	2	2	-	2	4	8%
Out-S. voc. tech. sch.	-	-	-	-	-	-	-	
N.D. priv. bus. tr.	1	-	1	1	2	3	4	8%
Out-S. prov. bus. tr.	-	-	-	-	1	1	1	2%
N.D. college or univ.	10	6	16	9	4	13	29	58%
Other	1	2	3	2	3	5	8	16%
Out-S. col. or univ.	1	1	2	2	-	2	4	8%
	15	9	24	16	10	26	50	

3. Would you be interested in attending a high school where you would carry regular high school subjects for half a day and vocational or trade courses the other half?

	Soph. boys	Soph. girls	Soph. all	Jun. boys	Jun. girls	Jun. all	S-J all	%
Yes	13	7	20	10	7	17	37	73%
No	2	4	6	5	3	8	14	27%

4. Of those interested in vocational training, what courses are you interested in? (List two)

	Soph. boys	Soph. girls	Soph. all	Jun. boys	Jun. girls	Jun. all	S-J all
Auto Mechanics	6	-	6	7	-	7	13
Retail Store Man.	2	-	2	2	2	4	6
Drafting Tech.	6	-	6	2	-	2	8
Electronic Tech.	5	-	5	4	-	4	9
Secretarial Pra.	1	5	6	-	4	4	10
Bookkeeping	2	2	4	1	2	3	7
Cosmetology	1	5	6	-	6	6	12
Baker, Chef, Cook	-	1	1	2	2	4	5
Other	5	3	8	3	2	5	13
	28	16	44	21	18	39	83

CONCLUSIONS OF SCHOOL SURVEY

The school survey showed a lack of development of certain educational programs. It is assumed that the sparse population of the area and the resulting small enrollments of the schools are the basis of these deficiencies.

As a result of this survey, the Devils Lake school district submitted a proposal for another planning grant on May 25, 1966. It is expected that approval or disapproval will be received by July 31, 1966.

This new planning grant would continue the study of educational needs in north central North Dakota. It would also provide for two pilot projects that would examine approaches to overcoming some deficiencies. These pilot projects would provide guidance services and vocational training.

The guidance project would offer counseling and guidance services to students of six area schools. It would also employ a sociologist, anthropologist, or psychologist to carry on an intensive guidance program with the Indian students from Fort Totten.

The vocational project would give instruction in auto mechanics and secretarial practices to students of three area schools. These students would attend regular academic classes in the morning and attend vocational classes in the afternoon.

STUDENT SURVEYS

A vocational survey was made on the seniors at four Ramsey County high schools. The study was conducted at Devils Lake, Churchs Ferry, Edmore, and Hampden. This survey consisted of a student questionnaire and a parent questionnaire. The student completed his form in time

alloted by each school. He was then instructed to take the other form home to his parents, ask them to complete the form, and have them return it in a stamped, self-addressed envelope that was provided.

The survey was designed by the State Board for Vocational Education. They hoped to receive information that would assist in planning for future vocational training in North Dakota.

The completed forms were returned to the State Board for computer tabulation. However, the Lake Region Junior College did tabulate responses to certain questions which were of special interest. Results of these tabulations are given on tables IV-IX.

A similar survey was made on the juniors and seniors at Devils Lake High School and St. Mary's. These responses were tabulated and this information was used as a basis in developing the vocational piolet project in the May proposal for a planning grant. The information that was obtained from this survey is given in tables X and XI.

EMPLOYER-EMPLOYEE SURVEY

The college conducted a survey of employers and employees in the Devils Lake area. This survey was designed by the State Board for Vocational Education. The board hoped to receive information on employment and manpower requirements. They hoped to use this information in planning the kinds of manpower, training, and community development programs that would be needed in the future.

This survey should be extremely valuable to educational leaders. The Junior College plans to use this information to help in future curriculum development.

The survey covered a sampling of employers and their employees.

103 employers and 261 employees in Devils Lake were surveyed in the following way. The State Board provided a list of employers. The Junior College delivered the questionnaire to each of these people and returned after two weeks to pick up the completed form. The college representative gave the employee forms to the employer. The employer was to pass them on to his employees, ask them to complete the forms, and have them return the completed form in a stamped, self-addressed envelope that was provided. There was a 70% return on the employer forms. However, there was only a 32% return on the employee forms (this was nearly the same percentage as the return on the parent forms in the senior-parent survey).

The completed forms were mailed to the State Board for computer tabulation. The information will be returned to the Junior College at a later date.

INDIAN EDUCATION

The planning grant included a study of the education of the Indians of the Fort Totten reservation. This turned out to be a very limited study because of the length of time of the project and the amount of time needed to complete the other phases. It was felt that the problem of Indian education should be studied more thoroughly and at greater length.

Therefore, a provision was made in the recently submitted proposal for an individual to continue the examination of Indian education. He would work with students, parents, adults, and teachers in an effort to find the basic problems facing Indian education. With this background information, he should be able to give advice, offer suggestions, and devices innovative programs to help overcome existing deficiencies.

HISTORY OF EDUCATION AT FORT TOTTEN

1872 - First attempt at education. Major Forbes persuaded two nuns (his cousins) to come to Fort Totten. They started from Montreal, but turned back and returned to Montreal after hearing many stories about the Fort.

1874 - Major Forbes communicated with the Catholic Bureau to secure teachers. Four of them came to teach in October. The Major had already directed the construction of a school building. The work was done by the Indians and the school was located on the south of Devils Lake, seven miles east of the Fort.

1883 - The mission school burned. Most of the students crowded into smaller buildings, and attended school in this way.

1885 - The new mission school was completed. It was one-half mile northeast of the Fort

1888 - An addition to the school was built. Late in the year (Dec.), a large wing of this building was destroyed by fire.

1890 - The soldiers left. All the buildings at the Fort were turned over to the Interior Department to be used as an Indian school. The school was directed by William F. Canfield. Fort was remodeled and a boarding school established.

1904 - The Fort Totten Superintendent was placed in control of the Indian school at Turtle Mountains.

1915 - The Turtle Mountains School and the Fort Totten Schools were separated. Now, each had its own superintendent.

1926 - The Grey Nuns Mission was opened again (7 miles east of Fort).

1935 - The boarding school was abolished. A Tuberculosis Preventorium was established and maintained as a five-year government experiment. Suspected tuberculosis cases and amlnourished children were given medical care and treatment. They attended classes for half a day.

1939 - The Preventorium was moved to St. Michaels. A high school and a grade school were established at Fort Totten. This was known as the Fort Totten Community School.

1959 - The high school was closed at the end of the 1958-59 school year.

1966 - 120 high school students attended eleven different high schools. 42 of these students were at Maddock, 26 at Oberon, 19 at Flandreau, South Dakota, and 12 at Warwick.